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ABSTRACT

This study skills curriculum is designed to assist students who are deaf or hearing impaired to prepare for college life. It presents lesson plans and activities that address the following topics: (1) effective school tools; (2) effective school attitudes; (3) effective school behaviors; (4) time management and goal settings, including keeping weekly/monthly calendars; (5) using interpreters; (6) using tutors, notetakers, and mentors; (7) using textbooks; (8) using notes; (9) using handouts; (10) test taking; (11) using the library; and (12) using the computer. The curriculum was designed to require two semesters for completion. Forms are provided for keeping daily, weekly, and monthly calendars, along with a comprehension quiz and a computer exercise. (CR)

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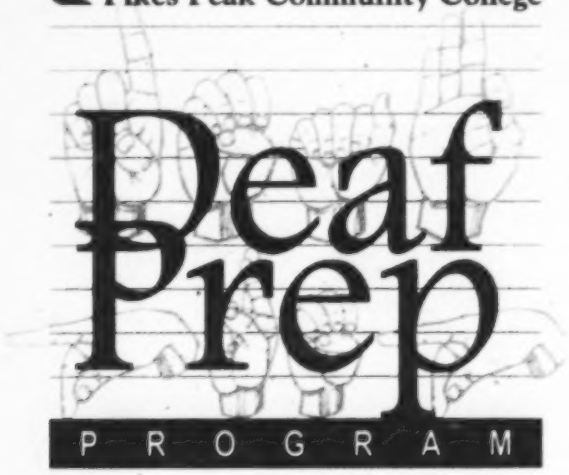

Study Skills Curriculum

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Pikes Peak Community College
Deaf Prep Program

Study Skills Curriculum

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Notes to Instructors

Preliminary versions of this curriculum were used in Deaf Prep classrooms and taken through a development and revision process. There are some suggested activities included, but instructors are encouraged to devise activities, projects, etc., which best serve their students. This curriculum was designed to require two semesters for completion; instructors will find that some lessons take two days and others three weeks, depending on students' skills and backgrounds. It is suggested that the lessons be followed in order and that emphasis be placed on the application of information from Study Skills class to students' lives outside of school.

As always, flexibility and creativity are instructors' most valuable tools!

Resources

The following are materials that we have found useful. In addition to these specific resources, instructors may also want to look for others that would suit their students and situations. Teachers' supply stores and ESL/EFL sources have many possibilities from which to choose.

Self-Management: Promoting Success in Middle-School Students by David Wilson, Ph.D. and Ruth Ann Wilson
Mark Twain Media, Inc.

Study Skills by Susan Taylor Drumm
Kelley Wingate Publications

Study Skills Workout by Susan Campbell Bartoletti and Elaine Slivinski Lisandrelli
Scott, Foresman and Company, Glenview IL

STUDY SKILLS

Vocabulary (ongoing throughout course)

Effectiveness

- School Tools
- School Attitudes
- School Behaviors

Time Management/Goal Setting

- Personal Calendars
  - Daily
  - Weekly
  - Monthly
  - Semester
  - 1-year
  - 5-year

Using Interpreters, Note Takers, Tutors, Mentors, etc.

Using Written Materials (textbooks, notes, handouts, etc.)

Taking Tests

Using the Library

Using the Computer

EFFECTIVE SCHOOL TOOLS

What do you need to function effectively at school?

- personal calendar
- notebooks (looseleaf and spiral)
- pens, pencils
- highlighter
- textbooks
- handouts
- computer disks
- plenty of sleep
- good nutrition
- right attitude
- right behavior
- study space at home
- daypack/briefcase/book bag
- other ideas?

EFFECTIVE SCHOOL ATTITUDES

What kind of attitude do you need to succeed in school (and life)?

- think positive
- willing to accept new ideas
- patience
- perserverence
- willing to ask for help, explanation, advice
- willing to give help, explanation, advice
- cooperation
- other ideas?

EFFECTIVE SCHOOL BEHAVIORS

- show up on time
- show up every day
- do the work
- cooperate with the instructor and other students
- plan ahead
- avoid procrastination
- take responsibility for your own success or failure
- other ideas?

RESOURCES

- Self-Management, pp. 1-11, 56-60
- Study Skills, Unit 2
- Study Skills Workout, Chap. 2, 3

TIME MANAGEMENT AND GOAL SETTING

Daily calendar (pass out calendar sheets)

- what time do you get up?
- what do you have to do first, next?
- how long do meals take (preparing, eating, cleaning up)?
- when are your classes?
- do you have any appointments?
- how do you spend your evening?
- what time do you go to bed?

Suggested activity: Discuss with students the different activities they are involved with during one day (sleeping, eating, morning ablutions, classes, studying, appointments, meetings, play time, etc.) and how much time each activity takes. Then add up the times and see how close to 24 hours the total comes. A very visual way of doing this is with a pie chart. If there is a discrepancy, discuss the possible reasons. To visually demonstrate the consequences of wasting time, show students a dollar bill. At minimum wage, this dollar is worth approximately 10 minutes. Wasting ten minutes is comparable to tearing up the dollar bill--which student is willing to do that?

Weekly/monthly calendar (pass out sheets)

- what happens every week?
- do you have any appointments?
- are there holidays, special occasions?
- do you have any tests, projects, etc.?
- are you taking a vacation?

Goal Setting

- what are goals, objectives, activities?
- what are your goals for this semester?
- what are your goals for the next 12 months?
- what are your goals for the next five years?
- how do you plan to achieve them?

Some Activities for Goal Setting: Refer back to the pie chart used in the time management lessons--how much of the 24 hours is being used in the accomplishment of goals? For semester goals--have students write on small individual pieces of paper seven goals they want to accomplish during the semester. Then ask them to go through their goals and tear up all but three.

RESOURCES

- Self-Management, pp. 13-33
- Study Skills, Unit 3
- Study Skills Workout, pp. 17-28

*Today's date*_____

7:00	6:00
7:30	6:30
8:00	7:00
8:30	7:30
9:00	8:00
9:30	8:30
10:00	9:00
10:30	9:30
11:00	10:00
11:30	10:30
12:00	11:00
12:30	11:30
1:00	12:00
1:30	
2:00	
2:30	NOTES
3:00	
3:30	
4:00	
4:30	
5:00	
5:30	

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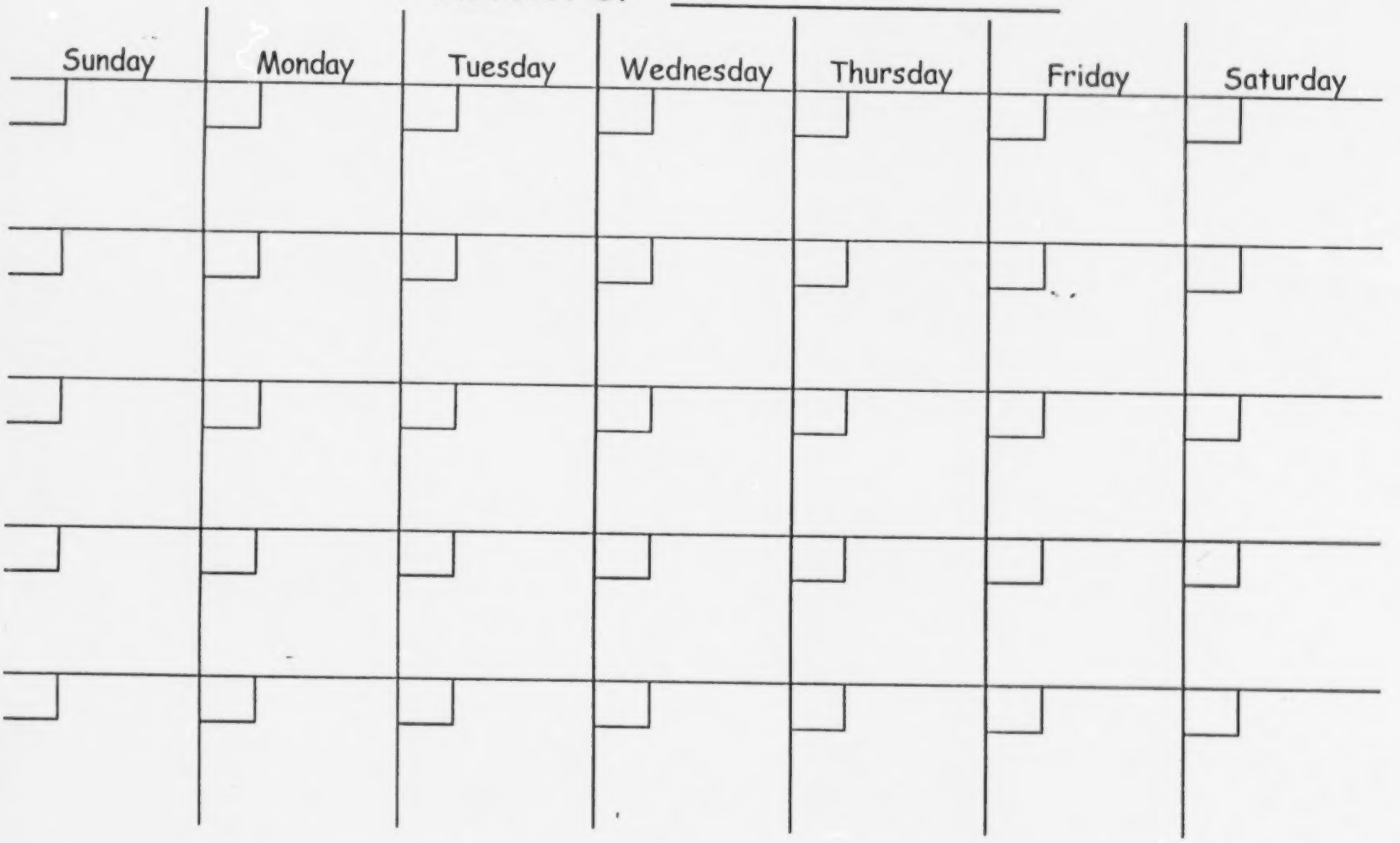
Week of _____

Time/Day	Monday	Tuesday	Wednesday	Thursday	Friday
6:00 a.m.					
7:00					
8:00					
9:00					
10:00					
11:00					
12:00 p.m.					
1:00					
2:00					
3:00					

Week of _____

4:00					
5:00					
6:00					
7:00					
8:00					
9:00					
10:00					
11:00					

MONTH OF _____


Sunday
Monday
Tuesday
Wednesday
Thursday
Friday
Saturday

SCHEDULE PROJECT

(to be used with the weekly calendar handout)

Directions: Please put these items on your schedule. Remember to schedule priorities first! Return your finished schedule to the instructor at the beginning of the next Study Skills class.

1) Every day:
   a. Get up, shower, dress, etc. at 6:00 a.m.
   b. Breakfast at 7:00 a.m.
   c. Lunch at 12:00 p.m.
   d. Dinner at 6:00 p.m.
   e. Go to bed at 11:00 p.m.
   f. Homework--1 hour
   g. Driving to school--1/2 hour
   h. Driving home--1/2 hour

2) Classes:
   a. English, 9-11 a.m., Monday and Wednesday
   b. History, 9-10 a.m.,Tuesday and Thursday
   c. Geometry, 1-2 p.m., Monday, Wednesday, and Friday
   d. Painting, 11 a.m. -12 p.m., Tuesday and Thursday

3) Part Time Job: two hours a day, Monday-Friday

4) Weekly:
   a. Grocery shopping--2 hours
   b. Counseling--1 hour
   c. Car maintenance--1 hour
   d. Do next week's schedule--1 hour
   e. Club meeting--7-9 p.m., Tuesday

5) Miscellaneous:
   a. Doctor appointment--3:00 p.m., Thursday
   b. Movie with friends--7-9 p.m., Friday
   c. Hang out with friends--4 hours/week (may be divided)
   d. Chores--3 hours/week (may be divided)

Sample Quiz

1) "Effective" means _____. (5 pts.)

2) Name five tools of an effective student. (2 pts. each)
   a)
   b)
   c)
   d)
   e)

3) Name three effective attitudes. (2 pts. each)
   a)
   b)
   c)

4) Name three effective behaviors. (2 pts. each)
   a)
   b)
   c)

5) You do the most important thing first. That is called _____. (5 pts.)

6) Name four things you should put on your schedule. (2 pts. each)
   a)
   b)
   c)
   d)

USING INTERPRETERS

- interpreter will sign everything that is said
- interpreter will say everything that is signed
- depend on the instructor for information, not interpreter
- if there is a problem, talk with interpreter first, then interpreting coordinator
- interpreter is your voice, so if something is needed (break, better lighting, etc.,) you are the right person to request it
- interpreter is not your personal slave--s/he gets breaks, too!

RESOURCES

- Resident interpreters (Invite the Interpreter Coordinator, interpreters who work at your college, etc. to come speak to your class about general rules for using interpreters as well as policies specific to your college.)

USING TUTORS, NOTE TAKERS, MENTORS

- communicate! let them know what you want/need--they are not mindreaders
- arrive for tutoring with specific questions, concerns
- tutors are to help, answer specific questions, practice specific skills, <u>not</u> to do your work for you
- tell note takers the style of notes that works best for you, devise abbreviations, other codes for clearer notes
- mentors have been there--pay attention to them!
- if services, interactions, etc. with any of these people is unsatisfactory, talk with that person or with the person in charge

USING TEXTBOOKS

READING A TEXTBOOK

- look at table of contents, index, glossary
- skim for picture captions, chapter/section/unit title, **bold** print, charts and graphs, *italics,* bulleted items, definitions (what kind of info do they provide)
- use book for reinforcement for instructor's lecture
- find answers to questions
- use highlighter for definition, dates, names, other specific details (different colors for different emphasis)
- take notes from readings of important details, facts, questions that come up, summaries
- create questions from the readings that could appear on a test

Show examples from college texts.

USING NOTES

- explain precisely what is wanted for notes (style, detail, abbreviations, etc.)
- make sure there is a note taker and a backup person
- decide how often notes will be given (after each class, once a week, etc.)
- read over the notes to ensure understanding
- use highlighter for emphasis
- add any other pertinent information of your own

USING HANDOUTS

- syllabus
- chapter objectives
- directions
- homework/projects
- test reviews
- additional information
- others?

Examples of actual handouts from various classes/instructors

RESOURCES

- Study Skills, Units 10, 11, 12
- Study Skills Workout, Chap. IV, V

TEST TAKING

- why take tests, anyway??

  check your knowledge
  learn where you're weak
  prove you're ready for the next level!

- kinds of tests

  objective

    true/false
    multiple choice
    matching

  follow the directions!

  beware of absolutes (always, never, every, all, none, no, only, etc.)

  do what you know first

  longest choice often right

  when all else fails, guess!

  subjective

    fill-in-the-blank
    short answer
    essay

  again, follow the directions!

  if you don't understand the question, ask!

RESOURCES

- Self-Management, pp. 7-8
- Study Skills, Unit 4
- Study Skills Workout, Chap. VII

MUST DO: Reading: Everyday Survival Skills, pg. 1

USING THE LIBRARY

Parts of the library

reference

- reference librarian there to help
- can't check out materials
- for information, research
- books and electronic
- includes things like encyclopedias, manuals, articles, dictionaries

circulation

- can check out materials
- Dewey Decimal System, Library of Congress
- inter library loan
- local public library online catalogue
- CARL
- other online library catalogues

other possible parts

- study rooms
- study carrels
- video viewing areas
- reading areas
- microfilm/fiche room
- others?

Library scavenger hunt (designed to fit the specific library)

USING THE COMPUTER

Reasons for using the computer

- word processing
- graphic design
- desktop publishing
- business
- controls
- games
- tutorial programs
- e-mail
- research/internet
- faster than by hand
- other reasons?

Buying a computer

- what are you paying for?
- PC or Mac?
- RAM
- ROM
- megahertz
- peripherals
- software
- internet-ready
- what are your specific needs?

Activities with ads from computer stores are highly encouraged!

Find the computer labs on campus

- where?
- hours?
- for whom?

Sample exercise for computer practice

the good life

Most peopoe in the united statees live in normal houses or apartmennts. some people, however, choose more unique homes. They might lve in buildings that used to bw churches, schoolss, railroad stations, ot warehouses. other peoples' houses have ourside walls made of glass or fabrik. Some houdes are aboveground or in caves, and sume people live on boats or im tree houses. people who afe concerned abour the environment build homes from bales of sttaw or old car tires and alumimum cans. in palces where the climate is very cold, some peiple choose to live in larfe tents called tepees. People in america liv in many diferent kinds of homes.

1) Copy the paragraph exactly.

2) Capitalize and center the title.

3) Correct spelling errors.

4) Change "above ground" to underground.

5) Change "cold" to warm.

6) Delete the word "more."

7) Change "climate" to weather.

8) Select the whole paragraph and double space it.

9) Type your name in the lower left-hand corner.

10) Print a copy and give it to your instructor.